April 6-7
Hosted by NC State University
Holiday Inn Downtown
Raleigh, NC
Go.ncsu.edu/ncedtpa
Twitter: @southeastedpta / #southeastedpta

NC STATE
College of Education
WELCOME AND GREETINGS

Dear Colleagues: Welcome to Raleigh!

I am thrilled that the NC State College of Education is hosting the Southeastern Regional edTPA Implementation Conference. This conference aligns with our mission to prepare highly-qualified teachers and educational leaders who strive to ensure the educational success of all students and reduce achievement gaps. This conference also comes at a critical time for teaching preparation programs. As you know, we’re experiencing a movement toward standardized, performance-based assessments for beginning teachers. Like you, we are committed to implementing effective assessments for rigor and accountability that improve student learning. Progress will continue to come as we share our experiences and best practices with each other.

I would like to thank the members of the planning committee—led by chair Sarah Cannon, the edTPA coordinator at NC State—for their work in organizing a conference full of relevant, engaging topics. You will hear from experts who will provide strategies, tips, and guidance on strengthening P-12 partnerships, delivering effective feedback, and improving support for teacher candidates, among numerous other topics. All are designed to help us learn from each other so we can enhance teacher preparation programs and, consequently, increase student success.

I trust you will find the presentations and sessions useful and meaningful. Enjoy your time in Raleigh.

Cordially,

Mary Ann Danowitz, Dean, College of Education, NC State University

Greetings Colleagues,

On behalf of the Planning Committee, it is with great enthusiasm that I welcome you to the 2017 Southeastern Regional edTPA Implementation Conference. We are excited for this opportunity to collaborate with our colleagues both within and across state lines. We strove to make this conference as practical and useful as possible, utilizing our combined experience as seasoned edTPA implementers to cultivate a program that addressed both the content we wished we knew in the beginning and that on which we are still working. We hope that each of you walk away with new ideas and excitement for the educative potential of effective edTPA implementation.

We would also like to thank our sponsors who made this conference possible and affordable, so that it could be accessible to a wide array of participants from multiple institutions. Please join us in thanking Pearson Evaluation Systems, the National Education Association, the North Carolina New Teacher Support Program, Torsh, Inc., Chalk and Wire, LiveText, the North Carolina Association of Colleges and Teacher Educators, and our host, North Carolina State University.

We look forward to sharing with and learning from each of you.

Warm regards,

Sarah Cannon, Chair, 2017 Southeastern Regional edTPA Implementation Conference Planning Committee
THANKS TO OUR SPONSORS

Our mission is to drive significant gains in student success by improving instructional effectiveness. We do this by harnessing the power of video, actionable data, and expert coaching to promote high quality growth opportunities for educators, accessible at any time and from anywhere.

Our founders, employees, and advisors are a group of educators and technologists who are passionate about education and the hope it holds for changing the world. We’re also huge believers in technology and its power to truly improve educational outcomes. Join us on our journey as we develop technology enabled solutions that help bring our education system into the 21st century.

Experience, Flexibility, Partnership, Innovation, & Trust

We draw on the talents of a team of educators, researchers, and developers to create and support tools and practices that generate high impact assessments for learning.

Chalk & Wire has the power and flexibility to accommodate a large variety of needs and initiatives. Our tools keep pace with emerging technologies and assessment best-practices and policies. We understand that needs and approaches change over time—our commitment is to continuously advise, innovate, and grow with you.
The North Carolina New Teacher Support Program provides university-based induction support for beginning teachers during their first three years of teaching through:

- Intensive, Institute “Boot Camp”
- Aligned Professional Development
- Individualized Instructional Coaching

To hear about our work to improve student achievement by improving beginning teacher effectiveness, we invite you to attend our conference presentation.

To learn more, visit ncntsp.northcarolina.edu or call us at 919-962-5417.

LivText is an assessment system purposefully designed to capture moments in the learning process so that learners and institutions can see growth, reflect on experiences, and improve.

Visit us on the web at www.livetext.com

NC-Acte

Fall Forum:
September 20-22, 2017 at the North Raleigh Hilton

The North Carolina Association of Colleges and Teacher Educators is the organization that unites teacher educators in both public and private colleges and universities, staff, and faculty in state created initiatives and consortia, and the North Carolina Department of Public Instruction. NC-Acte is the lead advocacy group for policy issues regarding teacher preparation in North Carolina. We invite you to become engaged in our advocacy initiatives and help us move forward.

http://www.ncacte.org/
The 3 million members of the National Education Association are deeply committed to the success of every student and are proud to partner with the edTPA Southern Regional Conference Team. Together with families, students, lawmakers, and community organizations, we work to ensure that every student has qualified, committed and caring educators, and that our nation invests in the right classroom priorities.

Visit www.nea.org to learn more about NEA resources and programs to help every student.
Southeastern edTPA Conference Planning Committee

**Sarah Cannon (chair), NC State University**
Dr. Sarah Cannon serves as edTPA Coordinator for NC State University and is a Lecturer in the Department of Teacher Education and Learning Sciences. Before studying and working at the university, she was a National Board certified high school English teacher in Wake County. She is interested in how to best support teacher candidates during a standardized performance-based assessment, the intersection of the standards movement with the critical need for multicultural education, and writing instruction as a tool for social justice.

**Kristy Brown, Georgia Professional Standards Commission**
Dr. Kristy Brown serves as an education specialist for the GaPSC. In this role, she assists with the development of policies and procedures for approval of preparation programs leading to educator certification. Kristy also researches new programs and education initiatives for the division and provides technical support to promote awareness of policies among all stakeholders.

**Brooke Burks, Auburn University at Montgomery**
Dr. Brooke A. Burks is associate professor of Secondary Education at Auburn University at Montgomery where she serves as edTPA coordinator and Secondary Education program coordinator. For 11 years prior to her appointment at AUM, Brooke taught high school English. Writing is her specialty, and she conducts workshops and presentations focused on writing across the curriculum and writing apprehension.

**Christie Cavanaugh, UNC Greensboro**
Dr. Christie Cavanaugh is the edTPA Coordinator for the UNCG campus and is on the faculty for the Department of Specialized Education Services, teaching undergraduate and graduate courses. Her experiences and education background span special education, early childhood, and elementary levels in several states with extensive work in consulting and professional development for reading instruction and intervention.

**Tom Fisher, UNC Charlotte**
Dr. Tom Fisher serves as a university supervisor and a member of the edTPA Core Team at UNC Charlotte, leading efforts to coordinate edTPA submission efforts during student teaching. He has developed multiple modules to support candidates on edTPA, both face-to-face and online. His experiences include working as a teacher, mentor, and instructional facilitator in social studies for a large urban district.

**Joyce Gardner, North Carolina Department of Public Instruction**
Joyce Gardner is the Director of Educator Preparation at the NC Department of Public Instruction. She works with deans and faculty for educator preparation program approval, performance reporting and continuous improvement. She also serves on the executive board for the NC Association of Colleges and Universities (NCACTE).

**Chris Godwin, Campbell University**
Dr. Chris Godwin is the Director of Teacher Education at Campbell University in Buies Creek, North Carolina. He taught middle school math and science and was an assistant principal in the Harnett County Schools district. He has served as the Academically/Intellectually Gifted Director for several school districts as well as the North Carolina State Director for Academically/Intellectually Gifted at the North Carolina Department of Public Instruction.

**Laura Hart, UNC Charlotte**
Dr. Laura Hart is the Director for Assessment and Accreditation for the Cato College of Education at UNC Charlotte. Her responsibilities include serving as edTPA coordinator, providing leadership on accreditation and field placement issues, and working on a variety of projects within the college. She serves on a variety of state committees and has presented on edTPA-related projects at the state and national levels.

**Erin Horne, NC State University**
Dr. Erin Horne is the Assistant Director of Professional Education and a Teaching Assistant Professor in the Department of Teacher Education and Learning Sciences at N.C. State University. A former elementary school teacher, she holds a Ph.D. in Curriculum and Developmental Supervision and is Nationally Board Certified as a Middle Childhood Generalist. Her research focuses include beginning teacher retention and new teacher induction.
Michael Maher, NC State University

Dr. Michael Maher is the Assistant Dean for Professional Education and Accreditation in the College of Education at NC State University. Dr. Maher’s responsibilities include teacher preparation policy, planning, and undergraduate academic affairs. He serves as the Vice President of the North Carolina Association of Colleges and Teacher Educators and is an active member of the American Association of Colleges and Teacher Educators (AACTE).

Chris O’Neal, Pearson Evaluation Systems

Chris O’Neal is a former elementary and middle school teacher, district professional development coordinator, and director of educational technology for the state of Louisiana. After working in P-12, he went on to work at the University of Virginia in the Curry School of Education, before joining Evaluation Systems in 2014.

Andrew Sioberg, North Carolina Department of Public Instruction

Andrew Sioberg currently serves as the Service Support Coordinator for Educator Preparation in the North Carolina Department of Public Instruction. Prior to his current work supporting teacher preparation programs across North Carolina, Andrew worked as the Director of Teaching and Learning Conditions Initiative with the New Teacher Center. He has extensive experience in research, support, and training related to teacher working conditions, teacher mentoring, and teacher pipeline.

Tiffany Watts, UNC General Administration

Dr. Tiffany Watts serves as the Director of Assessment, Evaluation, and Communications for the University of North Carolina’s Division of Academic and University Programs. In this role, she provides leadership and support in the research, evaluation and design of PreK-16 outreach and partnership efforts. She also leads the University’s work towards system-wide implementation of the edTPA.

Pam Wetherington, Columbus State University

Pam Wetherington is the Early Childhood Education Program Coordinator and edTPA Coordinator for Columbus State University. In addition to her responsibilities of preparing pre-service teachers to become effective in-service teachers, she helps recruit potential teacher candidates within the local high schools.

Andrea Whittaker, Stanford Center for Assessment, Learning, and Equity (SCALE)

Dr. Andrea Whittaker is Director of Teacher Performance Assessment at the Stanford Center for Assessment, Learning and Equity (SCALE), where she manages design, development, and implementation support for edTPA. For 15 years prior to her position at Stanford, Andrea was Professor of Education at San José State University where she served as faculty and department chair for Elementary Education.
Holiday Inn Conference Center Map
Conference Information

Nametags
- Please wear your conference nametag at all times. Official nametags are required for entry to all conference sessions (including meals).

Wi-Fi Information
- Network: HI Raleigh-Downtown
- Password: holiday14

Social Media – Follow the conference on Twitter: @southeastedtpa or post your favorite moments using #southeastedtpa
- We encourage conference participants to post and “tweet” using the conference hashtag #southeastedtpa. Conference updates will also be posted via Twitter: @southeastedtpa.

Conference Registration Hours – Registration will be located in the hotel lobby near Capital Ballroom A, B, C, D.
- Wednesday, April 5 from 3:00-5:00 PM
- Thursday, April 6 from 8:30 AM-4:00 PM
- Friday, April 7 from 8:00 AM-12:00 PM

Conference Evaluation
- A conference evaluation will be sent to all participants electronically during lunch on Friday. Please complete the conference evaluation before you leave.

Restaurants or Activities nearby - within ½ mile of the event center
- The Pit Authentic Barbecue
- Humble Pie
- Jose and Sons Bar and Kitchen
- Poole's Diner
- The Fiction Kitchen
- 42nd Street Oyster Bar
- The Rockford
- Hibernian Pub
- Sushi Blues Cafe
- Sitti Authentic Lebanese
- The Raleigh Times
- Chuck's Burgers
Conference Schedule

Thursday, April 6: Understanding the edTPA

8:30-9:30  Registration and Breakfast – Capital Ballroom A, B, C, D
Registration is located in the hotel lobby.

9:30-10:00 Welcoming Session – Capital Ballroom A, B, C, D
Mary Ann Danowitz, Dean, College of Education, NC State University
Andrea Whittaker, Director of Teacher Performance Assessment, SCALE
Sarah Cannon, Chair, Conference Planning Committee, NC State University

10:15-11:15 Major Forums

Option 1: edTPA Overview and Involving all Stakeholders – Capital Ballroom B, C
Target audience: Novice edTPA users
Diana Lys, UNC Chapel Hill; Laura Hart, UNC Charlotte
  ● This session will provide participants with a basic overview of edTPA and briefly discuss ways to engage faculty and P-12 partners in the work of edTPA.

Option 2: Building P-12 Partnerships – Oak City Room 1 & 2
Target audience: Advanced edTPA users
Kristy Brown, Georgia Professional Standards Commission; Neporcha Cone, Kennesaw State University
  ● This session will provide advanced edTPA users opportunities for sharing and brainstorming ideas on how to fully engage P-12 partners in the work of edTPA. The session will also describe how P-20 partnership work ensures program data analysis and use of these data to inform practice.

Option 3: Using edTPA for CAEP Accreditation – Capital Ballroom A
Target audience: Novice or Advanced edTPA users
Michael Maher, Malina Monaco, & Erin Horne, NC State University
  ● Presenters will discuss how EPPs can use edTPA in building a case for CAEP accreditation.

11:15-12:45 Lunch – Capital Ballroom A, B, C, D
edTPA Operational Updates / Q & A
Andrea Whittaker, Stanford Center for Assessment, Learning, and Equity (SCALE); Chris O’Neal and Kellie Crawford, Pearson Evaluation Systems; Joyce Gardner and Andrew Sioberg, N.C. Department of Public Instruction

1:00-3:45 Major Forums and Concurrent Sessions

Option 1: “Where Do We Start?”: edTPA Implementation Considerations for EPPs – Capital Ballroom C & D
Target audience: Novice edTPA users
Laura Hart, UNC Charlotte; Mark L’Esperance, East Carolina University; Diana Lys, UNC Chapel Hill
  ● Presenters will focus on the “nuts and bolts” of edTPA implementation to consider, specifically discussing: 1) potential barriers to successful implementation; 2) formative supports in coursework prior to student teaching; and 3) student teaching supports.
Option 2: Academic Language Development and edTPA – Oak City Room 1 & 2
Target audience: Advanced edTPA users
Pam Wetherington, Columbia State University
- Participants will deepen their understanding of what academic language is and how it is woven throughout thoughtful planning, responsive instruction, and careful assessment. The goal of the session is to develop an understanding of academic language in both the content area and the edTPA. The objectives are: (1) define academic language, syntax, discourse, vocabulary, and language supports; (2) develop content examples of academic language, discourse, syntax, vocabulary, and language supports; (3) identify areas in which novice teachers could struggle with academic language and language supports; and (4) identify/create resources to support novice teachers’ academic language learning.

Option 3: Concurrent Sessions – Targeted for users familiar with edTPA but all are welcome.

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<tr>
<th>Room</th>
<th>Session</th>
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<tr>
<td>Capital Ballroom A</td>
<td>Preparing Accomplished Teachers through edTPA and ATLAS</td>
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<td>Lisa Barron – Austin Peay University</td>
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<td>ATLAS is a unique, searchable online library of authentic videos showing National Board Certified Teachers at work in classrooms. Each video is accompanied by the teacher’s written reflection about the instruction or the activity shown. This presentation will describe how one university has utilized ATLAS in preparing preservice teachers for the edTPA but also as a resource in courses to highlight effective assessments and strategies.</td>
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<td>Capital Ballroom B</td>
<td>Strengthening P-12 Partnerships: Using the edTPA Rubric Constructs as a Framework for University-Based Teacher Induction Support in NC School Districts</td>
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<td>Bryan Zugelder, Elizabeth Cunningham &amp; Misty Hathcock – NC New Teacher Support</td>
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<td>The NC New Teacher Support Program (NC NTSP) is a university-based induction model supporting nearly 1,000 teachers in approximately 200 schools across North Carolina. This interactive session is designed to highlight initial findings from a pilot sample of 400 NC NTSP teachers, whose university-based Instructional Coaches have used the edTPA rubric constructs as a framework of support for induction. Major highlights include: NC NTSP Coaching Framework development; pilot implementation timeline; patterns and trends in primary and secondary focus of rubrics selected by coaches; and initial program outcomes.</td>
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<td>Capital Ballroom A</td>
<td>Developing Candidates’ Abilities to Recognize and Give Effective Feedback</td>
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<td>Joy Stapleton, Ellen Dobson &amp; Tony Thompson – East Carolina University</td>
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<td>The presenters will describe strategies used to support pre-service teachers’ ability to provide effective feedback as measured on edTPA Rubric 12. Then, we will discuss strategies used at our institution to support pre-service teachers’ efforts to provide effective feedback to K-12 students. Instructional strategies to be shared at this session include having pre-service teachers: (a) critique feedback already given on student work; and (b) provide their own feedback on student work. This session will conclude with evidence of the effects these strategies have on students’ edTPA Rubric 12 scores.</td>
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| Capital Ballroom B | edTPA: Supporting University Supervisors  
Kristen Cuthrell – East Carolina University  
*Large teacher preparation programs in rural areas face unique challenges in providing consistent mentoring and supervision in student teaching experiences. This session will walk through the development, refinement, and implementation of a support structure (POD) for university supervisors in a large, rural program. The POD structure provides opportunities for monthly discussions on common problems of practice and approaches to supporting student teachers. Over time, support structures have expanded beyond edTPA and have nurtured an identity for program university supervisors--something that is often missing in large programs. The session will conclude with suggestions for maintaining university supervisor and program faculty support structures.* |
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| Capital Ballroom A | Candidate Support Through Professional Development  
Cynthia Erickson – University of Mobile  
*The University of Mobile provides students with a 10-week class in conjunction with student teaching titled "Professional Development." The class is a non-credit class that provides intensive support for the development of the edTPA Portfolio. Students are provided with learner supports to enhance the development of their planning, implementation, and evaluation of portfolio criteria. During the 10-week class, students work in the edTPA platform and receive feedback from instructors; this provides the students with continuous support within the guidelines of SCALE and eliminates some of the anxiety associated with the process. The session will include sharing time where all participants may share ideas from their respective universities. Copies of learner supports will be provided to all participants.* |
| Capital Ballroom B | Prevent Retake Panic: Proactive Planning for Retake Support  
Holly Fales & Ellen Dobson – East Carolina University  
*Don’t wait until scores are received to plan for edTPA retakes! In many cases, edTPA retakes require new artifacts and commentaries, not simply revised or edited versions of the original submission. This session will address proactive strategies for retake facilitation and support that programs need to consider from the beginning of edTPA implementation. We will take a deep dive into the edTPA Retake Decision-making and Support Guidelines for Programs and Faculty to provide clarity in the resubmission process. Through examination of ECU’s successes, challenges, and lessons learned in implementing an official retake policy, we will discuss retake policy and logistical considerations for other educator preparation programs. Topics will include: submission timing, clinical placements, retake funding, and allowance of multiple retakes. In addition, we will share several different program level models of support and remediation offered by ECU faculty to retake candidates.* |
| 4:00-5:00 | Networking Sessions as Desired -- Capital Ballroom A, B, C, D  
*This space is reserved for anyone who wishes to use it for individual meetings.* |
Friday, April 7: Implementing the edTPA

8:00-9:30  Breakfast and General Session – Capital Ballroom A, B, C, D

**edTPA and Equitable Practice** – Andrea Whittaker, Director of Teacher Performance Assessment, SCALE

*In this session, participants will analyze edTPA constructs as sources of evidence for candidate performance related to equitable teaching practices — including a) leveraging assets (knowledge of students) to plan, engage, and assess learners equitably, b) teaching toward deeper learning (beyond facts, skills, and procedures), c) differentiating and individualizing instruction based on learner strengths and needs. National edTPA performance data related to equitable instruction will be provided as a backdrop for the analysis. In table groups, participants will unpack how the rubric constructs and performance levels are related to their own program mission and values and brainstorm concrete examples of the equitable teaching practices from their own program clinical experiences and coursework.*

9:40-10:30  Concurrent Session I

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| Capital A | **One Band One Sound: Engaging Faculty in Curriculum Mapping of Experiences Necessary for Effective Teaching**  
Clavon Byrd – Cardinal-Stritch University; Randa Suleiman – Alverno College  
*This session presents research findings on engaging faculty in edTPA curriculum mapping experiences. The researchers examined the process of— and lessons learned—with engaging faculty across the Teacher Education Division in examining the strengths and challenges of officially-scored edTPA portfolios. This research addressed the following questions:  
1. How is the longitudinal model for curriculum mapping experiences necessary for effective teaching as implemented at the research site (Byrd & Suleiman, 2016)?  
2. What are the experiences of faculty in engaging in the longitudinal model for curriculum mapping experiences necessary for effective teaching (Byrd & Suleiman, 2016)?* |
| Capital B | **10-Week Plan for edTPA Success**  
Park Travis & Wendy Warner – NC State University  
The edTPA can be stressful for teacher candidates and faculty who are supporting them throughout the process of completion and submission. After three years of piloting and fine-tuning, we have found a model that maximizes candidate scores on edTPA and minimizes the stress levels felt by teacher candidates. During the student teaching semester, there are several targeted efforts to prepare teacher candidates for edTPA success, beginning in early January and concluding by mid-March. We will present a weekly plan that has helped our candidates succeed with edTPA over the past three years, garnering a program average score of 44.5. Further, we will share findings from student surveys and focus groups indicating a reduction in teacher candidate stress and enhancement of professionalism through implementation of our model.* |
| Capital C | **Using an Innovative Online Coaching and Data Platform to Improve the edTPA Process**  
Courtney Williams – Torsh TALENT  
*Torsh TALENT is an online professional development platform that enables organizations to support educator growth through the entire development cycle of observation, assessment, goal-setting, feedback and coaching. One way to use our powerful platform is as portfolio tool to support students throughout their edTPA certification process. Through a case study, we explore how New York University uses Torsh TALENT to support their teacher cohort using edTPA, allowing faculty to emphasize and measure the skills necessary for teaching and for coaching. Participants will understand how to use Torsh TALENT to upload resources, make announcements, give feedback and support students through this process. Attendees will gain an understanding of how to build an online portfolio for each student on Torsh, give structured feedback, and monitor the growth of teachers over time.* |

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**Capital D**

**How to Get Full Cooperation From Your P-12 partners**
Tonya Chestnut, Hattie Shelton, & Cheryl Washington – Concordia College Alabama

*Concordia College Alabama has established a true partnership with area school systems that is called Concordia CONNECTS. CCA teacher education personnel and P-12 teachers and principals will provide strategies and practices that have proven to be successful in forming a true partnership in a high poverty community. Participants will engage in active collaborative activities that will assist in gaining support with the implementation of edTPA.*

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**Oak 1**

**edTPA: Strategies and Supports for Teacher Candidates in MAT Second and Middle Grades**
Terryl Rock & Janice Cloud – East Tennessee State University

*Presenters will briefly review the unique challenges of working with teacher candidates in Secondary Education. This will be followed by a discussion of the strategies and supports that ETSU’s Secondary Ed Program has developed to meet teacher candidates’ needs. Examples of strategies and supports that have been found effective will be shared and participants will be involved in sharing their ideas as well.*

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**Oak 2**

**Addressing Quality of Feedback and Fidelity of Scoring Within edTPA Formative Tasks**
Shawnee Wakeman & Laura Hart – UNC Charlotte

*UNC Charlotte has been proactive in how it addresses formative edTPA supports with candidates, but formative feedback provided to students and scoring of formative products vary by program and instructor. To calibrate faculty formative ratings, data analysis in spring 2017 on the current state of predictive validity of edTPA practice tasks to edTPA final scores will inform both the development of faculty training (implemented summer 2017) and a quality of feedback measure to use with faculty. Initial data analysis and subsequent summer training strategies for working with faculty will be shared in the session.*

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**Oak 3**

**Task 3 Data: Navigating Program Improvement with edTPA**
Kristen Cuthrell & Joy Stapleton – East Carolina University

*This session will investigate the systematic way in which program faculty utilized edTPA data to support curricular and clinical experience improvements in a year-long student teaching experience. Specifically, trends in the program’s Task 3 data will be examined (ELEM Literacy, n=1,500 candidates over a five year period). Gaps in candidate readiness will be discussed as recent curricular and clinical improvements are shared. The session will conclude with considerations for navigating university curricular revision processes while leveraging state and national program requirements.*

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**10:40-11:30  Concurrent Session II**

**Room | Session II**

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<th>Capital A</th>
<th>SNAP, SPARKLE, SHINE Your Way to Success in edTPA</th>
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<td>Janet Bavonese, Michael Alvidrez, Jennifer Troncale, &amp; Christi Tucks – Jacksonville State University</td>
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*Looking for ways to jazz up your edTPA support for all teacher candidates and faculty? If so, join Jacksonville State University Faculty as they share successful ways to engage candidates and faculty in edTPA. Examples of integrated workshops, thinking exercises, and interactive strategies will be shared. Participants will leave with a tool kit of ideas designed to integrate approaches to edTPA through methods courses, clinical experiences, virtual field trips, and support workshops. Curriculum and Instruction faculty will share how they capitalize on each other’s strengths to build capacity for planning, instruction, assessment, and reflection in a cross-disciplinary approach. Furthermore, strategies will be presented that allow faculty from different program areas to collaborate for teacher candidate success, including impact on PreK-12 student learning. Join in for a bit of SNAP, SPARKLE, and SHINE to take back to your own program.*
Capital B  edTPA and Student Teaching: Thoughts from Teacher Candidates
Joseph Johnson & Kelly Jewell – Troy University

An issue many student teachers grapple with is balancing their internship requirements with the complexities of the narrative writing for the edTPA. This session will focus on the feelings, successes, and struggles a group of pilot students experienced during their edTPA semester. Their stories offer insight into how teacher preparation programs can better prepare students for the edTPA prior to student teaching, while also giving proper and adequate support during the semester of student teaching. Common ideas that emerge from their stories include the significance of practicing video recording, knowing how best to reflect on that video, having better exposure to the style of writing required of the edTPA, the need for strongly enforced Task deadlines during internship, and the general idea of knowing their program faculty are available to support them. This session will include time for general discussion amongst participants.

Capital C  Creative Tips, Tools and Strategies for Using Chalk & Wire’s edTPA™ Solution to Support Your Teacher Candidate While Fostering the Educative Value of the edTPA™.
Jessica Chafin – Chalk and Wire

New to Chalk & Wire? Seasoned user of this robust assessment solution? Regardless of your experience level, session attendees will leave with practical tips for ways that Chalk & Wire can support candidates, faculty, and collaborating teachers as they navigate edTPA™ and work to capitalize on the educative value of this performance assessment. Whether you are looking for a centralized, user-friendly “one-stop shop” to provide timely information, technical and comprehensive support to all stakeholders; or you are looking for a way to provide robust actionable feedback to candidates while you document their growth over time, this session will demonstrate the tools and processes available for users to achieve these goals through Chalk & Wire’s integrated assessment platform.

Capital D  The edTPA Commission at WCU: Developing Policy and Supporting Stakeholders
Myra Watson, Kim Winter, Dan Grube & Sarah Meltzer – Western Carolina University

The edTPA Commission, the edTPA leadership team at Western Carolina University, serves as an entity that makes policy decisions and provides resources, support, and information to faculty and other stakeholders. The Commission is comprised of faculty and administrators who act as liaisons to teacher education programs across three colleges at the university. While the liaison model is effective and has promoted shared knowledge and faculty buy-in, it has also led to the creation of a relatively small group of people with extensive knowledge of edTPA policies and procedures, which has proven to be somewhat of a catch-22 (Pinter, Winter, & Watson, 2016). This session will focus on the structure and mission of the Commission, its evolution since the 2013 inception, and issues associated with the liaison model. Participants will have opportunities to engage in meaningful discussion about the Commission model at WCU.

Oak 1  Triple T: Dr. Loyd’s Top Ten Tips for edTPA
Philip Loyd – Jacksonville State University

Implementation of edTPA portfolios requires attention to detail and purposeful actions for teacher candidates and faculty. Dr. Matt Loyd, a national edTPA scorer and Washington scorer for fine arts, has compiled a Top Ten Tip list based on his experiences. As coordinator for edTPA at Jacksonville State University, Dr. Loyd’s Triple T applies to teacher candidates from various disciplines (early childhood, elementary, special education, secondary education, physical education, and music education). Drawing from his own experiences as a scorer and coordinator for edTPA, Dr. Loyd’s Triple T reflects commonly overlooked details that make a difference in the overall portfolio. Participants in this session will benefit from Triple T and have practical edTPA information to apply to their own work in supporting teacher candidates from all disciplines.

Oak 2  The Road to Teacher Candidate Support Is Always Under Construction
Randa Suleiman – Alverno College; Clavon Byrd – Cardinal-Stritch University

The issue that focuses this presentation is the teacher candidates’ perception of the edTPA preparation and support program effectiveness in completing and submitting an entry. The first
part of the presentation is focused on sharing the research design and findings. Within that research purpose, a model was constructed to describe a framework for effective preparation and candidates’ support program, which lead to a successful completion/submission of an edTPA entry with increased probability of attaining state licensure. The research question is: What are the teacher candidates’ perceptions of the edTPA preparation and support procedures designed by the researchers? The second part of the presentation is focused on sharing the support model for effective preparation and candidates’ support program. The outcome of this presentation provides a model for teacher preparation programs to consider as they prepare teacher candidates. This is a longitudinal study; based on the research outcomes, changes are made in the teacher candidates’ preparation and support program.

Oak 3

Four Steps and a Rubric: Preparing Candidates for edTPA Success
Rod Winters – Winona State University
Support frames can be a critical component of preparing teacher candidates for success on the edTPA. This session is intended to help attendees construct an understanding of the importance of such frames through demonstration of two support frames that have been used with initial teacher candidates and judged to be effective based on their post-edTPA feedback. Support Frame 1 encompasses a four-step visual scaffold to help teacher candidates frame the overall arc of lessons in planning a learning segment. Support Frame 2 involves a process of peer evaluation for developing deeper understanding of specific criteria for success on Rubric 13: Next Steps, a common stumbling block for many initial candidates. Examples of these two support frames will be offered as immediately usable material for teacher education programs. However, the most essential take away from the session will be an increased understanding of the critical role that thoughtfully constructed support frames can play in providing proactive support for teacher candidates about to undertake the edTPA.

11:45-1:15 Lunch Panel with Recent Graduates – Capital Ballroom A, B, C, D
Tom Fisher, Moderator, UNC Charlotte
- Kimberly Clark (UNC Chapel Hill); currently teaching at A. L. Stanback Middle School (Orange County Schools)
- Rachel Hobbs (ECU); currently teaching at East Wake Academy (Wake County Schools)
- Cody Ivy (NCSU); currently teaching at Garner High School (Wake County)
- Robert Montgomery (UNC Charlotte); currently teaching at Garinger High School (CMS)
- Angela Urbina (UNC Charlotte); currently teaching at Rea View Elementary School (Union County Public Schools)

1:30-2:20 Concurrent Session III

Room | Session III
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Capital A | Are We There Yet? Discovering Ways to Support Elementary Teacher Candidates in the edTPA Process
Lyn Steed, Robin Strain, & Cynthia Wadlington – University of West Georgia
As we enter our fourth semester of implementing edTPA in the Elementary Educator Preparation program, which is consequential for teacher certification, we continue to explore new ideas and improve resources to assist and support our teacher candidates. We will share some of the ideas, instructional approaches, and tools we have used to guide ongoing program renewal and candidate preparation that have been utilized in implementing edTPA. We will share lessons learned by our program through signature assignments aligned with course requirements, analysis of rubric scores, and teacher candidate surveys and feedback. Participants will leave with ideas and tools easy to replicate and implement in teacher preparation programs. We encourage others to share their success stories through group discussion.
| Capital B | **Using Foundational Coursework to Start edTPA Preparation**  
Lisa Harris & Beth Cosner – Winthrop University  
*Discussion will focus on present stages of development, next steps, and lessons learned as aspects of edTPA preparation were embedded in courses taken by all initial preparation students. Specific topics will include ways in which programs began through implementation in specific courses, back mapping to determine where supports already existed, training for faculty that are not assigned to a content program, and the redesign of some courses. Time will be devoted to both next steps and lessons learned that will include discussion around involving adjunct faculty, technology needs in the K-12 classroom environment, and what we wished we had known earlier.* |

| Capital C | **Key Learnings from Upscaling edTPA: An Out of State Provider’s Journey to Preparing Teachers**  
Pamela Roggeman & Lisa Ghormley – University of Phoenix  
*Participants will learn how to provide maximum student support via an online setting; examine a detailed outline of the phases involved in upscaling the implementation of edTPA for online candidates; study efforts to invest all stakeholders in helping students succeed on edTPA; and learn how and what type of data are used for continuous improvement.* |

| Capital D | **Buy-in and Back Mapping for Success: Collaborating to Support Successful Secondary Education Teacher Candidates**  
Sarah Meltzer & Dan Grube – Western Carolina University  
*Supporting a diverse population of students to successfully complete an edTPA portfolio can be especially challenging for secondary education content-area programs and special-subject area (K-12) programs that are located outside traditional colleges or schools of education. Presenters will share the process of how they developed buy-in and a strong collaborative approach to the implementation of edTPA for this specific group. Participants will engage in discussions and be provided an opportunity to learn how to identify and map curriculum aligned to edTPA through backward design. This session will be beneficial for participants new to the edTPA process as well as those with years of experience.* |

| Oak 1 | **Using edTPA in K-12 Content Areas: Lessons We Can All Use from Physical Education and Performing Arts**  
Kathy Davis & Emily Morgan – Winthrop University  
*The use of the edTPA Teacher Performance Assessment in the K-12 content areas will be discussed. The program faculty will present the issues regarding planning, instruction, assessment, teaching effectiveness and academic language that are unique to the K-12 performance-based content areas. Specific topics will include ways in which K-12 programs began implementation in methods courses, backwards curriculum mapping to early coursework, and the revision of all areas of the curriculum (e.g., program teaching assignments, field experiences, internship scheduling, etc.). Although the examples and discussion will focus on Physical Education and Dance Education, our process can be modified for other program areas.* |

| Oak 2 | **edTPA Coordinator Q & A: What Do We Still Want to Know?**  
Sarah Cannon – NC State University; Laura Hart – UNC Charlotte; Pam Wetherington – Columbia State University  
edTPA Coordinators are invited to participate in an informal Q & A session about edTPA implementation. Discussion topics will be determined by the group participants. Coordinators are encouraged to bring their remaining questions to this session and hear how other institutions are approaching common problems of practice.* |

| Oak 3 | **Do You See What I See?: edTPA Wallpaper Activities with World Languages Candidates**  
Cornelia Okraski – UNC Charlotte  
*For our World Languages candidates, trying to understand the edTPA rubrics can be confusing—and candidates often do not begin a close examination of the rubrics until it’s too late. The interactive workshop engages participants in a series of wallpaper activities surrounding the World Languages edTPA rubrics with the goal of developing macro and micro understandings of* |
the three tasks, the individual rubrics, and their intersection with the American Council on the Teaching of Foreign Languages (ACTFL) literature. The session concludes with examples of how candidates leveraged the wallpaper activities at different stages of edTPA and a focused discussion about the potential of similar activities across edTPA content areas.

2:30 Completing Conference Evaluation – Evaluation emails will be sent to the conference participants during lunch. Please take time to complete the conference evaluation.

2:45 End of Conference

We hope you enjoy your time at the Southeastern edTPA Conference in Raleigh, NC! Thank you for your support of this important work.